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ABSTRACT

The opening of this district's fourth high school in 1970, which necessitated a redrawing of boundaries with a resulting redistribution of students, provided the opportunity for the Colorado Springs, Colorado school district to correct racial and ethnic imbalances in the district's high schools. Parents, teachers, students, and representatives from all segments of the community were involved in the development of the plan. This resulted in good communication between the school system and the public and in a high degree of support for the new program. Strong leadership was provided by the school superintendent. Most objections were raised by white and minority parents whose children were dislocated from schools they formerly attended. There was never a significant degree of organized opposition and much of the original dissension dissipated. Most of those interviewed believed that desegregation has resulted in improved relations between white and minority students and that increased educational opportunities have been provided for all students. Virtually all persons interviewed felt that desegregation of the high schools has been implemented with a high degree of success and that it has been beneficial to all. The biggest single problem that remains is that of the "self-isolation" of many minority students. (Author/AM)

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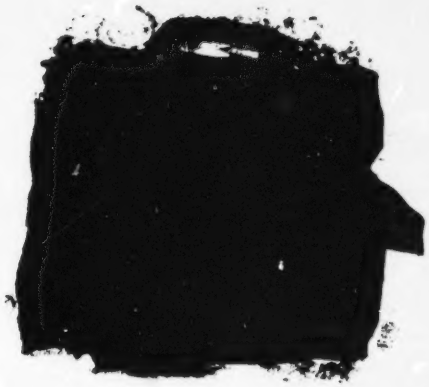

SCHOOL DESEGREGATION IN COLORADO SPRINGS, COLORADO

A STAFF REPORT OF
THE UNITED STATES COMMISSION
ON CIVIL RIGHTS

February 1977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PREFACE

The United States Commission on Civil Rights released on August 24, 1976, its report to the Nation: Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Public Schools.

The report's findings and recommendations were based upon information gathered during a 10-month school desegregation project. This included four formal hearings (Boston, Massachusetts; Denver, Colorado; Louisville, Kentucky; and Tampa, Florida); four open meetings held by State Advisory Committees (Berkeley, California; Corpus Christi, Texas; Minneapolis, Minnesota; and Stamford, Connecticut); a survey of nearly 1,300 local school districts; and 29 case studies of communities which had difficulties with desegregation, had moderate success with desegregation, or had substantial success with desegregation.

Subsequent to the report's release, considerable interest was generated concerning the specifics of the case study findings, which, owing to space limitations in the national report, were limited to a few brief paragraphs. In an effort to comply with public requests for more detailed information, Commission staff have prepared monographs for each of the case studies. These monographs were written from the extensive field notes already collected and supplemented, if needed, with further interviews in each community. They reflect, in detail, the original case study purpose of finding which local policies, practices, and programs in each community surveyed contributed to peaceful desegregation and which ones did not.

It is hoped that the following monograph will serve to further an understanding of the school desegregation process in this Nation.

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I. BACKGROUND

Demography of Colorado Springs

Colorado Springs is Colorado's second largest city, with a population currently estimated at 175,000 and a 1980 projection of 210,600. The standard metropolitan statistical area (SMSA) within which the city lies has a population estimated at 296,000. Within the city itself approximately 5.2 percent of the population is black and 8.5 percent is Mexican American. Another 1.3 percent belong to other minority groups, including Native Americans, Asians Americans, and a recent large increment of Vietnamese. Mexican Americans are largely concentrated in the southwestern part of the city, and blacks in the southeast. Many middle-class blacks and some Mexican Americans--most of whom are associated with the complex of military installations in the metropolitan area--live throughout the city in predominately white residential areas.

A pleasant place to live, Colorado Springs is located in the flat semiarid country at the foot of the eastern slope of the Rocky Mountains. During the first quarter of 1975, of the city's 93,000 employed workers, 8,587 were in manufacturing, 17,500 in trade, 18,580 in provision of services, and 21,020 in government work, mainly military-connected.[1] Corporations in the area produce a variety of commodities ranging from aerospace software to sugarbeet products. U. S. Government military facilities in the area include Ent Air Force Base, the North American Air Defense Command, Fort Carson, and the United States Air Force Academy. There are five universities and colleges in the area in addition to the Air Force Academy.

The local unemployment rate in January 1976 was 6.9 percent;[2] nationally, it was 8.3 percent. In 1975 the median income was $10,666; the cost of living index was 12.3 percent below the national average. The median sale price of new housing was $29,900.[3]

Demography of School District No. 11

The metropolitan area is served by seven school districts that had a total student enrollment of 60,965 in 1975. Colorado Springs District No. 11 is by far the largest of these with a current student enrollment of 34,201. There are 37 elementary schools in the district, 9 junior high schools, and 5 senior high schools. Currently, 9.7 percent (3,330) of the students are Mexican American, 6.2 percent (2,100) are black, 1.1 percent (379) are Asian American, and 0.3 percent (95) are Native American.[4]

During 1975-76, the professional staff in the district numbered 1,952 persons. This included 49 black teachers and 13 black administrators for a total of 62, constituting 3.2 percent of the professional staff. Mexican Americans made up 3.8 percent of the total with 61 teachers and 12 administrators. Last year, of the 154 new professional staff hired, approximately 20 percent were from racial and ethnic minorities. Specifically, 15 were black and 15 were Mexican American. The racial and ethnic distribution of persons holding administrative positions during the same time is shown in table 1.[5]

TABLE 1

Administrators by Race and Ethnicity

	Total	Black	Mexican American	White and Other
Test Consultants	10	1	-	9
Social Workers	24	2	1	21
Full-time Counselors	33	2	3	28
Deans	19	3	2	14
Principals	52	2	4	46
Assistant Principals	21	3	2	16
Central Administration	65	2	2	61
Total	224	15	14	195

Source: Domenic Incitti, Colorado Springs School District No. 11, memorandum to Linda McMosley, Nov. 3, 1975.

II. ORIGINS OF THE DISTRICT'S DESEGREGATION PLAN

At a regular meeting of the board of education on January 22, 1969, Superintendent Thomas B. Doherty drew the attention of the board members to the growth of community interest in the matter of high school boundary lines that would have to be redrawn prior to the opening of the new Coronado High School in 1970. As a result, the board by unanimous vote authorized the formation of an advisory committee on school boundaries to furnish advice and counsel on the matter. Authority for final decisions was retained by the board. Existing elementary and junior high school boundaries in Colorado Springs had been determined by HEW review to be in compliance with Federal standards and were thus retained by the board without change. The advisory committee's planning was to be directed toward the creation of new, racially inclusive attendance zones for the district's high schools.

A great deal of care went into the appointment of committee members to ensure that every segment of the community was represented. Twenty-four separate education and community organizations were represented on the original committee. Members from four other groups and student delegates from each of the three existing high schools were subsequently added. Religious, business, and political leaders, white and minority teachers, parents, students, and school administrators were all included.

The committee met first on June 17, 1969, to consider a memorandum from Superintendent Doherty and Harlan L. Ochs, president of the school board, that outlined the scope of the committee's tasks. In redrawing school boundaries, the committee was asked not only to consider the size and pupil capacity of each of the four buildings, but also to regard as a major concern the question of racial and social balance in the four high schools. The memorandum set the context for the task with the following statement:

> The Board of Education feels that children of all races, creeds, and social backgrounds attending

> school in the same educational setting is an important aspect of good education.
>
> In a world in which no one can any longer choose to live apart, it is necessary that young people be taught to live together and develop the appreciation and understanding for the realities of better community life. A racially and socially balanced school provides an exposure to all groups which, in turn, produces better attitudes, reduces fears and tensions, builds new images of respect for self and others, and discourages prejudice which develops from lack of contact and understanding of others. In short, as part of good education, young people must be prepared to live in the multi-cultured society of both today and tomorrow.[6]

The committee immediately accepted its responsibility and established the achievement of "racial and social balance" in each of the four high schools as a major objective. To expedite the work, the following subcommittees were established: population density and projections; racial and economic distribution; and natural boundaries and transportation.

It is important to note that nowhere in the discussion regarding the establishment of the committee and the mandate given to it was the term "desegregation" used. Although considerable racial and ethnic imbalance existed at the time in the district's schools, the recommended plan submitted to correct the situation referred only to the redrawing of school boundaries. In an interview, the president of the current board of education stated emphatically, "We do not have a desegregation plan because we have never had any segregation." This notwithstanding, an opportunity for desegregation in Colorado Springs had just been provided by the need to redraw school boundaries for the addition of a fourth high school to the district. The superintendent and other far-sighted individuals seized the occasion to quietly remedy racial and ethnic imbalances, a task that, at a later time, could have been painful.

Interviews during the survey disclosed that citizens were largely unaware that ethnic and racial desegregation had, in fact, been an issue. Few parents, students, teachers, or members of the business, religious, and

political elements of the community had strony feelings on desegregation prior to the boundary adjustments.

III. THE DESEGREGATION PLAN, 1970-71, AND THE 1974 REVISION

The Original Plan

The framework for the district's desegregation plan is contained in the recommendations provided by the citizens' advisory committee on high school boundaries in its report to the board of education on January 19, 1970.[7] The committee's recommendations referred only to high schools in the district because, with minor exceptions, junior high schools were not affected by the desegregation program.

The recommended boundaries divided the district into four bands, each of which was served by a separate high school. This arrangement made it impossible in every instance to assign students to the schools nearest their homes and to avoid busing. In certain areas, students had the option of riding school district buses to one school, or furnishing their own transportation to another. In other areas, to provide the desired social and economic balance within the student body, busing was mandatory. As often as possible, school programs were arranged to permit all activities to be conducted during regular school hours. When this was not possible, an activity bus transported participating students. Those students who were seniors in the 1970-71 school year were given the option of attending the schools serving the area in which they lived or remaining in the schools they attended in 1969-70. The resulting distribution of black and Mexican American students during the first school year in which the program was implemented (1970-71) is shown on table 2.

Statistics in table 3 show a net decrease in the absolute numbers and proportion of students bused in the district following implementation of the desegregation plan in the 1970-71 school year.

TABLE 2

Minority Student Distribution, 1970-71

High School	Total Enrollment	Black Students	Mexican American Students
Coronado	1108 (100%)	40 (3.6%)	155 (14.0%)
William J. Palmer	1556 (100%)	100 (6.4%)	198 (12.7%)
Roy J. Wasson	1990 (100%)	97 (4.9%)	80 (4.0%)
General William Mitchell	2117 (100%)	87 (4.1%)	68 (3.2%)

Source: Citizens' Advisory Committee on High School Boundaries, Recommended High School Boundaries in School District No. 11 (Jan. 19, 1976), pp. 19-20.

TABLE 3

Students Bused

School Year	Proportion of Students Bused	Proportion of Budget Spent on Busing
1968-69	8.2% (2485)	0.5%
1969-70	9.8%	0.6%
1970-71	6.7% (2211)	0.6%
1971-72	7.9%	0.6%

Source: Colorado Springs School District No. 11.

Revisions and Related Programs

On September 11, 1974, in anticipation of the opening of a fifth senior high school--Doherty Senior High School--the board of education appointed a 26-member citizen-student advisory committee to modify the 1970-71 plan. On February 10, 1975, the board adopted the recommendation of this committee, which has resulted in the reassignment of 1,100 students, including 189 minority students, from the existing four high schools to the new Doherty High School.

There have been relatively few teachers transferred in the course of the desegregation program. At Mitchell High School, one of the schools visited by Commission staff, approximately 1 percent of the teachers were transferred; at Palmer, the transfers were about 8 percent. Interviewees stated that those teachers who had been transferred were consulted extensively beforehand and concurred in the decision.

The district has never prepared an affirmative action plan for hiring minority or women staff, and existing guidelines are extremely vague and general. It is apparent, however, that efforts to hire minority faculty have intensified since the desegregation process began. Statistics show that the number of Mexican American faculty increased from 11 to 19 (from 0.9 percent to 2.1 percent of the total faculty) in 1970, the year in which the plan was implemented. Black faculty increased from 20 (1.6 percent) to 28 (2.0 percent) that same year. Last year there were 62 black faculty members (3.2 percent) and 73 Mexican Americans (3.7 percent). This was still considerably below parity with the proportion of these groups in the student populations during the same years, which were 6.2 percent black and 9.7 percent Mexican American.

The desegregation program has resulted in the addition of a number of multicultural courses including social history, American history in the Spanish language, and Spanish for Spanish speakers, and the inclusion of bilingual-bicultural educational programs. The number of vocational programs offered in each high school has also increased, and work-study programs have been added to enable students to earn money while attending school.

Despite these desegregation plans and measures, in 1975 District 11 was found to be in probable noncompliance with

Title VI of the Civil Rights Act of 1964. Its application for funds under the Emergency School Aid Act (ESAA) was delayed by the Office for Civil Rights, Department of Health, Education, and Welfare, which cited the district's failure to provide special language services to "non-English dominant National Origin minority group children" and discrimination in the assignment of children to ability groups and special education classes.[8] Desegregation was not a factor in the determination of noncompliance, and the Office for Civil Rights specifically noted that the district had "adopted and was implementing (a plan)...to reduce the total number of minority group children who are in minority group isolated schools...."[9]

Community Atmosphere

Since the plan was first outlined in 1970, dissident voices have sometimes been heard. Some white parents have objected to the dislocation of their children from schools in their neighborhoods. However, the burden of the busing has fallen on minority students, and the most outspoken criticism has come from parents of black and Mexican American students. It is important to note, however, that objections to busing have focused on the disruption involved rather than on desegregation itself.

A committee was formed at one point to organize a petition to recall members of the school board, all of whom had voted to approve the plan. This attempt at organized opposition fell flat when no acceptable alternatives could be agreed upon.

Other than sending delegates to the advisory committee, business, religious, and political leaders have done little to support the plan. Some ministers have interpreted the plan in a favorable manner from their pulpits and in small discussion groups within their congregations.

Media coverage of desegregation was and continues to be, for the most part, balanced and objective. The city's daily newspapers have tended to downplay racial overtones and have attempted to provide useful information to the public. The Gazette-Telegraph, the largest newspaper in the city, though opposed to public education and tax-supported schools in general, has maintained a neutral stance in its coverage of the desegregation program. Coverage by the Colorado Sun had a slightly negative tone initially but has

become progressively more favorable and actively encourages the public to speak out on the issue.

Persons interviewed by Mountain States Regional Office staff gave a great deal of credit to the superintendent, who provided much of the impetus for the plan and who has worked hard to enlist the support of both his staff and the public. His attitude is that desegregation is a step toward an ultimate good--integration--that improves the educational process. Several public meetings have been sponsored by the administration to provide information and to allow persons to voice their opinions. In general, however, many of those interviewed felt that these meetings have provided more heat than light and were of limited benefit.

IV. IMPLEMENTATION OF DESEGREGATION, 1969-75

Preparation for Implementation, 1969-70

The groundwork for implementation of the desegregation plan was laid with the appointment of the initial advisory committee responsible for redrawing high school boundaries. This committee, which was largely representative of the entire community, served as a liaison agency between the school system and the community. It was an important means by which the public was kept informed.

The school administration took several additional steps that facilitated implementation of the plan. It held a series of open meetings at which the public was invited to express opinions and raise questions. Some persons believed that these meetings were largely redundant in view of the fact that the public was continually informed through other means. Others felt that heated objections raised by dissidents at these meetings tended to polarize the community.

The single program that most persons identified as being extremely helpful, especially in the early stages of implementation, was the hiring of community liaison workers to serve as a link between the various high schools and the community. These persons played an important role in rectifying individual problems that arose, recruiting minority staff, orienting and sensitizing faculty, and integrating social activities at school and in the community.

Multicultural sensitivity training was offered to teachers on a voluntary basis, and many took advantage of the opportunity. The formation of student relations committees, the affirmative efforts to integrate social and athletic events in the schools, and the provision of transportation to extracurricular affairs outside of regular school hours were all important in implementing the plan.

Two other rare factors--one individual and one social--went far to secure the smooth course of desegregation. Minority and white persons alike felt that the leadership provided by Superintendent Doherty did the most to assure successful desegregation. The other factor, which many persons believed to be important to the success of desegregation, was the existence of a large number of middle-class blacks in Colorado Springs associated with military installations in the area. These persons had the financial means to settle in any area of the city. Their mobility had helped to break down segregated housing patterns. Many of their children were already attending the predominantly white schools at the time the boundaries were redrawn. Mobile and sophisticated, this segment of the population was well acquainted with school desegregation and aware of its advantages.

The First Two Years, 1970-72

Most of the persons interviewed agreed that, even during the first 2 years of desegregation, relatively few difficulties or problems arose. Apprehensions and concerns on the part of parents whose children were bused or otherwise dislocated by the process appear to have been largely quelled.

Some tensions between students of differing racial and ethnic backgrounds did surface and resulted in occasional fights. Some white students believed that minority students had been given more breaks and advantages. Some minority students felt that they had not been understood or accepted by white students and staff. A certain degree of social isolation had continued to exist in the schools, though it was generally believed that great strides were made toward overcoming this problem. Many of those interviewed pointed specifically to the high degree of integration that took place--and continues--in athletics and in student associations. Minority students appear to have exerted a relatively high degree of leadership in school affairs.

Teachers and principals felt that, although general unruliness and insubordination had been the two major discipline problems, they had been no greater than before desegregation. Law enforcement officials said that relatively few incidents of violence between students could be specifically identified as having had racial overtones.

Effects of Desegregation, 1970-75

Persons interviewed by Commission staff differed on what effect desegregation has had on the quality of the educational experience. Most agreed that it has positively affected the relationships between minority and white students, resulting in greater understanding and appreciation of differing ways of life. Others believed that the greater range of abilities in the desegregated situation has resulted in a "watering-down" of the learning experience as teachers try to meet the diverse needs of their students. Administrators indicated that no significant difference could be noted in achievement test scores before and after desegregation, but that attendance has improved and dropout rates have declined. Counselors noted that a larger proportion of minority students have been entering college since desegregation. There was some feeling that the system still tracks a disproportionate number of minorities into programs that lead to blue-collar jobs.

The biggest single problem that remains was referred to by teachers and counselors as the "self-isolation" of many minority students that negatively affects their self-image and performance in school. This was attributed to the attitudes and lack of sensitivity of white faculty, and to the inability of students to identify with the new and unfamiliar situation into which they have been placed.

V. NATIONAL COMPARISONS

In its national study, the U. S. Commission on Civil Rights makes one conclusion that stands out above all others: Desegregation works. Though District No. 11 is not without its problems, the Commission's major conclusion regarding the national picture applies to the specific situation in Colorado Springs.

In Colorado Springs, there has noticeably been a lack of violence and a minimum of community disharmony during implementation of the desegregation plan. Dissenting factions have focused primarily on the disruption of existing community relationships rather than on dissatisfaction with "desegregation" itself. A number of citizens interviewed had not realized that the redrawing of school boundaries in a manner that corrected the student ethnic imbalance in many of the schools was actually a desegregation program. The Commission's report points out that peaceful implementation of desegregation across the Nation is not a matter of chance, but rather the result of careful planning and strong visible support from school officials and local leaders. When the necessity for redrawing school boundaries arose in Colorado Springs, Superintendent Doherty and members of the board of education were far-sighted enough to recognize and seize the opportunity to correct racial and ethnic imbalances. The formation of an advisory committee to design and implement the plan probably contributed to keeping a potentially disruptive situation from developing, in spite of the fact that its members did little to support the plan.

The Commission found that change in the quality of education following the implementation of school desegregation programs throughout the United States proved difficult to measure. Its study, however, documents beneficial byproducts from desegregation. These include the development of new instructional techniques and materials advantageous to language-minority students that assist gifted children and underachievers as well. The study also shows that community race relations and parent participation

in school activities usually improve during the course of desegregation. Schools that had been desegregated for a number of years frequently reported that the overall achievement of minority students increased and that they tended to exhibit greater motivation to pursue higher education. On the whole, majority group students were found to hold their own academically in an integrated situation. Not uncommonly, their long-held sterotypes about minority persons were dispelled because of greater interaction with them.

These conclusions in the Commission's report to the Nation were found to be true in Colorado Springs. Most persons interviewed agreed that desegregation has positively affected the relationships between white and minority students. Several of those interviewed indicated that a larger proportion of minority students are entering college now than was the case prior to desegregation. In some instances, greater emphasis has been placed on bilingual-bicultural programs than ever before. Many regard this as a positive educational innovation.

Problems that conceivably could jeopardize the goal of desegregation do remain in Colorado Springs. Social isolation within the classroom, discipline problems, a greater range of abilities that must be dealt with by teachers, lack of sensitivity on the part of some faculty members, and underrepresentation of minorities on administrative and teaching staffs are some of the problems disclosed by the Colorado Springs survey.

The Commission's report emphasizes that these problems are not necessarily inherent in the school desegregation process. In Colorado Springs, where school officials have acted affirmatively to promote the success of their program, problems do not appear to be severe. The fact that problems do exist, however, underscores a major point in the Commission's report: Successful desegregation requires continual monitoring and evaluation, periodic review, and, perhaps, updating of the original plan.

VI. SUMMARY AND CONCLUSIONS

The opening of Colorado Springs fourth high school in 1970, which necessitated a redrawing of boundaries with a resulting redistribution of students, provided the opportunity for Colorado Springs to correct racial and ethnic imbalances in the district's high schools. This has alleviated the necessity of focusing attention on desegregation, per se, and has served as a safety valve for potential trouble.

Parents, teachers, students, and representatives from all segments of this community were involved in the development of the plan. This has resulted in good communication between the school system and the public and in a high degree of support for the new program. Strong leadership has been provided by Superintendent Doherty who has said of the program, "It's the best thing we've done in this district in the last 10 years."

Most objections have been raised by white and minority parents whose children were dislocated from schools they formerly attended. There has never been a significant degree of organized opposition and much of the original dissension has dissipated.

Most of those interviewed believed that desegregation has resulted in improved relations between white and minority students and that increased educational opportunities have been provided for all students. Virtually all persons interviewed felt that desegregation of the high schools has been implemented with a high degree of success and that it has been beneficial to all.

One Colorado Springs businessman's statement represents the opinion of many people in the community: "Desegregation has been as simple as changing to one-way streets--inconvenient, but one of the least of our problems in this community."

NOTES

1. Colorado Springs Chamber of Commerce, Community Audit for 1975 and Statistical Digest for 1975 (both undated).

2. Colorado Sun, Jan. 23, 1976.

3. Colorado Springs Chamber of Commerce, Community Audit for 1975 (undated); information on final quarter 1975 provided by the American Chamber of Commerce Research Association.

4. Information provided by Colorado Springs School District No. 11, February 1976.

5. Memorandum from Dominic Incitti, Colorado Springs School District No. 11, Nov. 3, 1975.

6. Memorandum from Thomas B. Doherty, superintendent of schools, and Harlan L. Ochs, president of the board of education, to members of the advisory committee on school boundaries, June 17, 1969.

7. Citizen Advisory Committee on High School Boundaries, Recommended High School Boundaries in School District Number Eleven (Jan. 19, 1970).

8. Herman R. Goldberg, Associate Commissioner, Department of Health Education, and Welfare, telegram to Thomas B. Doherty, Superintendent of Colorado Springs School District No. 11, June 14, 1975.

9. Ramon Villareal, Branch Chief, Office for Civil Rights, Department of Health, Education, and Welfare, "Verification of Applicants Plan Status" (Form No. SF 136 for ESAA), May 21, 1975.

APPENDIX

Listed below are persons interviewed for the study of Colorado Springs School District No. 11.

Carlos Abeyta
Administrative Assistant to Student Personnel Services

Graeme Badger
Teacher

Josephine Barrietos
Community Liaison Worker

Judge Joe Cannon
District Judge

Harold L. Davis
Assistant Chief of Police

Thomas Doherty
Superintendent, Colorado Springs District No. 11.

Sam Dunlap, Jr.
Member, Parent Teacher Association
Member, Junior High Parent Teacher Organization

Richard Eckert
District Commercial Manager, Mountain Bell Telephone Co.

Paul Forister
Administrative Assistant to the Superintendent

Jake Garcia
Counselor and Teacher

Gerald Hughes
Assistant Principal at Coronado High School

Charles Guy
Executive Director, Urban League of Pikes Peak Region

Charles Jackson
President, NAACP, Colorado Springs

Reverend Lawrence Lacour
Pastor -- Methodist Church

Hank Lujan
Principal -- Coronado High School

Ms. Pat McGraw
President, County Parent Teacher Association
State Board, State Parent Teacher Association

Julia Miller
Teacher

Sonia Moore
Teacher

Ralph Munoz
Teacher

Lawrence Ochs
Mayor of Colorado Springs

Owen Plymel
High School Counselor

Reverend Milton Proby
Pastor, St. John's Church

James Reinhart
Executive Director, Human Relations Commission

Lillian Sanchez
Senior Student at Coronado High School

Carson Sapp
Community Liaison Worker

Norvell Simpson
School Board Member

Keith Snipe
Member, Human Relations Commission

Marion Sondermann
School Board Member

Glenn Tanner
Teacher

Julianne Todd
Student Body President

John Tagert
Division Chief, Community Services Unit
Colorado Springs Police Department

Scholastica Vialpando
Community Liaison Worker

Ronald Walden
Principal, Mitchell High School

Joseph L. Watson
Principal, Coronado High School

Greg Wilcox
Student President, Coronado Student Body

Dru Wilson
Education Writer, Gazette Telegraph

Jack Wiman
President of the School Board

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